DOCUMENT RESUME

ED 111 937 CE 004 644

AUTHOR Scheneman, C. Stephen
TITLE Community Development: A 4-H Intern Report.
INSTITUTION Extension Service (DOA), Washington, D.C.; National Four-H Club Foundation, Washington, D.C.; Virginia Polytechnic Inst. and State Univ., Blacksburg. Extension Div.
SPONS AGENCY Kellogg Foundation, Battle Creek, Mich.
PUB DATE 75
NOTE 78p.

EDRS PRICE MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS Career Education; *Community Development; Community Services; Cooperatives; *Decision Making; Ecology; Economic Development; Housing; Leadership Training; Local Government; *National Programs; Program Descriptions; Public Affairs Education; Recreation; *State Surveys; *Youth Programs
IDENTIFIERS 4 H Clubs

ABSTRACT

State progress reports on the 4-H/Community Development program, a 1973 nationwide Federally sponsored program facilitating youth in community decision-making processes, indicate that the program appears to be evolving into a viable and integral part of the total 4-H program. Although the report describes unique program features of various States, statistical information is provided only on the 12 States which included their total number of youth participants in the State progress reports--Alabama, Arkansas, California, Georgia, Iowa, Kentucky, Michigan, New Mexico, North Carolina, North Dakota, Virginia, and West Virginia. The main approaches to launching programs were through regular 4-H programs and interorganizational involvement. They focus on specific problems or geographic areas. Ten suggested definitions of program areas include: leadership development; public affairs; taxation and local government; housing; manpower and career development; recreation and tourism; environment and ecology; business, industrial, and economic development; cooperatives and credit unions; and community facilities and institutions. About half of the report consists of various State program examples of: workshops, community planning, citizenship programs, a model city council, job and career programs, county clean-ups, Main Street beautifications, a blood donation campaign, hunter safety program, and a cultural heritage presentation. (EA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

JUL 21 1975

COMMUNITY DEVELOPMENT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A 4-H INTERN REPORT

By

C. Stephen Scheneman
Extension Agent--Area
Virginia Polytechnic Institute
and State University
Extension Division

Advisor: Dr. Lloyd L. Rutledge
Program Leader
4-H - Youth
Extension Service, USDA

Extension Service - U.S. Department of Agriculture - Wash. D. C. 20250.
4-H-3 (3-75)

CONTENTS

		PAGE
HIGHLIGHTS	1	1
STATISTICAL SUMMARY	2	5
4-H/CD APPROACHES	3	11
YOUTH INVOLVEMENT	4	17
4-H/CD PROGRAM EXAMPLES	5	22
CITIZENSHIP IN COMMUNITIES	6	63
PROSPECTS FOR THE FUTURE	7	68

This project was made possible through the cooperation of the Cooperative Extension Service of the State of Virginia, the Extension Service, USDA, and the National 4-H Foundation, supported by a grant from the W. K. Kellogg Foundation.

Intern Sub-committee of the National 4-H Youth Staff Development and Training Committee:

Dr. Einar Ryden, Chairman
Dr. Milton Boyce
Mr. Joseph McAuliffe

HIGHLIGHTS

In the late sixties teenagers and young adults were disenchanted with the mainstream of society. These years were characterized by "student unrest" which took place on university and college campuses across the nation. All too often, college students sought involvement in institutional decision making processes through confrontation of those in authority. In extreme cases, where the avenues of communications were not made accessible, students sought some form of dissociation from the institution of which they should have been a part.

The 4-H Youth Subcommittee of the Extension Committee on Organization and Policy (ECOP), in recognizing the national need for the dreams, vision, and initiative of youth to be mixed with the experience and practicality of adults, requested additional funds from the U.S. Congress for the inclusion of community development subject matter within the 4-H program. As a result, Congress appropriated 2.5 million dollars under the 1973 Agriculture Appropriations Act as a supportive investment for State Extension Services to facilitate the involvement of youth in community decision

making processes. Each state was asked to design a 4-H/Community Development program which would involve many more youth in not only conducting community activities and projects, but in planning them as well.

Following approximately four to six months of "field testing", Dr. E. Dean Vaughan, Assistant Administrator, 4-H Youth for Extension Service, U.S.D.A., requested (letter of July 26, 1973) each state to submit a report summarizing significant 4-H/Community Development program accomplishments. Forty-eight State Extension Services responded to Dr. Vaughn's request with each state being at a somewhat different stage in the actual development of a 4-H/Community Development program. (Four of the states reporting commented that their 4-H/Community Development program was still basically on the drawing board.)

General observations derived from an analysis of the state 4-H/Community Development progress reports are as follows:

> Most states reported having reached a new youth clientele, i.e. American Indians, Blacks, Mexican-Americans, and low-income youth. In addition, regular 4-H members were said to have been served in a "new and beneficial way."

Several states concerted their 4-H/Community Development program efforts in pilot counties or in specific geographic locations selected for special expansion efforts. These "demonstration areas" were selected on the merits of proposals submitted by local Extension staffs or on the analysis made by state staff.

In most states either a county Extension agent and/or paraprofessional(s) have the primary responsibility for initiating the 4-H/Community Development program. Area Extension agents/specialists are available in some states to assist the Extension agent and/or paraprofessional(s) with program planning and to perform in the role of a resource person on a continuing basis.

Many states reported that the paraprofessionals have been effective in: adding creative and innovative ideas to the 4-H/Community Development effort; providing youth with opportunities to actually become aware of and knowledgeable about their community; and recruiting volunteers.

Staff training was provided primarily for those Extension agents and paraprofessionals

giving leadership to the 4-H/Community Development programs. However, in some states, all Extension workers are being provided with opportunities to become knowledgeable in the field of community development through new agent orientation, inservice training sessions, and workshops.

STATISTICS SUMMARY

As Table 1 reveals, statistics, describing young people and their leaders who participated in 4-H/Community Development projects and activities, were generally not provided in the various state progress reports. The typical response was that the youth involved in the 4-H/Community Development were representive of the geographic area being served or the 4-H membership in the state. However, a few states acknowledged the absence of a system for reporting 4-H/Community Development efforts or that County Extension personnel were in the process of evaluating the program at the time the state report was being prepared. Consequently, only those states which gave the total number of youth participants are included in Table 1.

The reporting period for each of the twelve (12) states varies considerably ranging from four (4) to twelve (12) months. A total of 37,235 young people, of whom approximately 12,310 were regular 4-H members, were involved in various types of 4-H/Community Development projects and activities. This total includes primarily youth who were considered to be actually involved in e program and does not represent those who became

only aware of "community" or the program as the result of a presentation. Eight (8) of the twelve (12) states (Table 1) reported 3,471 adults and teenagers volunteering their time and energies to help young people to become involved in the development of American communities. This total represents primarily those individuals new to the 4-H program serving in the capacity as organizational leaders as opposed to "resource people".

Of the forty-four (44) states who indicated a 4-H/ Community Development being operationalized by Extension field staff, 45% (20) of the states characterized their participants as having no previous experience with the 4-H program. However, 16% (7) of the 4-H states describe the youth they were working with as primarily members of 4-H groups (clubs, councils, etc.), and 39% (17) of the states had participants who were 4-H members and non-members.

Generally, those states reporting 4-H members as participants were sponsors of a 4-H program referred to as Community Pride. For example, California, the state in which Community Pride originated in 1966, estimated that ". . . 5,000 4-H members are receiving recognition as members of 4-H clubs who have done good works in

Community Pride. In addition, another 5,000 non-reported 4-H members are estimated to have made contributions to the development of their communities". Exceptions to this generalization about states conducting 4-H Community Pride are Colorado, Kentucky, and Oklahoma. However, California as well as Oregon, another state working initially with 4-H club members, are currently planning to involve non 4-H members in 4-H/Community Development projects and activities in the future.

Those states serving both existing 4-H groups and other youth are achieving success in involving the latter. For example, in Alabama, twenty-one (21) 4-H/Community Development clubs were organized in a five-month period of which 279 Whites and 126 Blacks were members. Of the 405 participants, ninety-five (95) young people had not been 4-H members prior to their learning experience in Community Development. Another example is the state of Washington in which Extension in Yakima County is involving Mexican-American youth, from families of limited resources, in Extension education programs. Whereas in Clark County, Washington, they are working through the Clover Club, a senior member organization comprised of White teenagers from families of middle incomes.

The states of Colorado, Michigan, North Carolina, and South Carolina are reaching youth who have not been 4-H members, but in many instances have never participated in any organized youth activity. In Colorado, for example, 64% of the participants are Spanish surnamed, 86% are from families of low income, and 67% are junior high school students. Of the 1842 new community helpers in Michigan, 25% of youth are of a minority group (Blacks, Spanish speaking, and American Indian) and 33% are from low income families.

In North Carolina, however, 50% of the participants were Blacks, 35% from families of limited resources, and 45% of the members were males. And in a county in South Carolina, five (5) 4-H/Community Development groups were organized (2 racially integrated clubs, 1 club comprised of a White membership, and 2 Black clubs) consisting of 24 Whites and 68 Blacks.

Generally, the youth involved in these projects and activities are in their pre-teens or late teens and reside, in many instances, in isolated rural communities or small cities; although Indiana and Rhode Island commented that they were working with youth who live in an urban county (110,000 pop.) and an inner city, respectively.

In Virginia, some of the participants live in newly constructed subdivisions around an urban unit.

States have reported that the adult and teen leaders have been effective in assisting youth in learning about communities. According to comments made by a few states, the recruitment of volunteer leaders has not been an easy task. However, in Arkansas, 398 new leaders volunteered to work with a youth at the local, club, and county level. In Michigan, seventy-two (72) new volunteer leaders have been recruited from minority groups. In seeking more male involvement in the 4-H program, North Carolina recruited 330 leaders of which 110 are men. Out of the total 330, over 100 of these new leaders are from low income communities. The recruitment of such a large number of leaders has enabled the 4-H program to reach a larger portion of the black community.

TABLE I

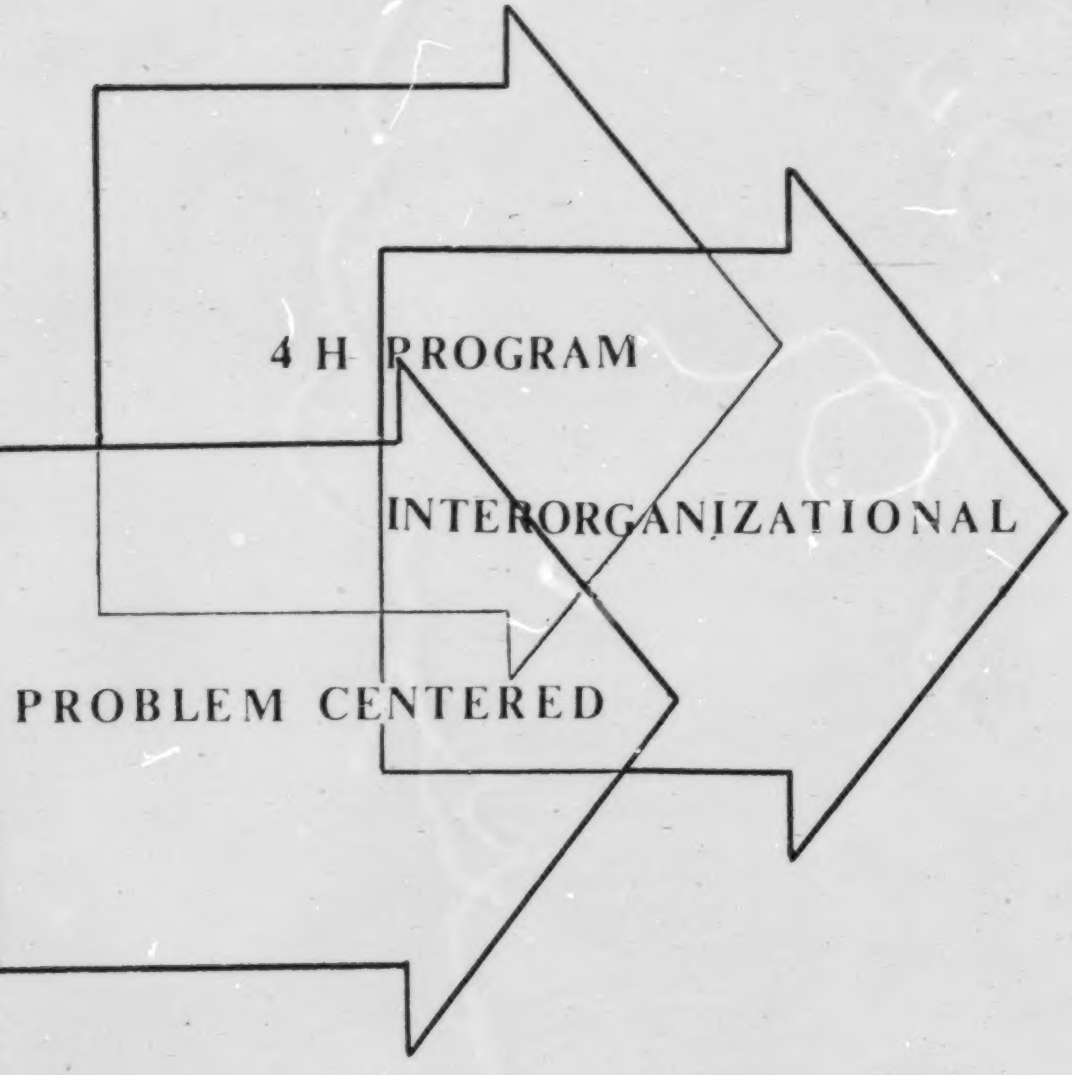
4-H/COMMUNITY DEVELOPMENT CLIENTELE

CHARACTERISTICS FOR CERTAIN STATES

STATES	YOUTH INVOLVED IN 4-H/CD ACTIVITIES AND PROJECTS											TOTAL VOLUNTEER LEADERS
	REGULAR 4-H MEMBERS	NEW YOUTH AUDIENCE									TOTAL YOUTH	
		ETHNIC - RACE			SOCIO-ECONOMIC LEVEL		SEX		AGE RANGE	PLACE OF RESIDENCE		
		CAUCASIAN	NEGRO	OTHER	LOW	NON LOW	M	F				
Alabama	310	-	-	-	-	-	-	-	-	-	405	35
Arkansas	-	4,249	1,092	0	2,938	1,425	-	-	12-18	RC*	5,441	398
California	10,000	-	-	-	-	-	-	-	-	-	10,000	-
Georgia	-	-	-	-	-	-	-	-	-	-	18,442	-
Iowa	-	-	-	-	-	-	-	-	6-22	-	4,000	-
Kentucky	-	6,253	331	0	3,935	2,651	3,018	3,568	6-19	SC** & RC*	6,586	600
Michigan	-	1,382	-	-	662	1,180	-	-	9-12	RC*	1,842	72
New Mexico	-	-	-	-	-	-	-	-	-	RC*	207	33
North Carolina	2,000	-	-	-	-	-	-	-	14-19	-	9,000	330
North Dakota	-	-	-	-	-	-	-	-	6-19	-	960	302
Virginia	-	-	-	-	-	-	-	-	9-19	SS***&RC*	3,000	1,700
West Virginia	-	-	-	-	-	-	-	-	-	-	352	-
										TOTAL =	57,235	3,471

*RC - Rural Communities
**SC - Small Cities
***SS - Suburban Subdivisions

4 H/CD
APPROACHES



APPROACHES TO LAUNCHING A 4-H/CD PROGRAM

Various approaches to launching a 4-H/CD program have been used by paraprofessionals and professional field staff in helping young people become aware of and knowledgeable about their home community. The three approaches are as follows:

1. Extension staffs working through the regular 4-H Program, e.g. school and community clubs, state congress and conferences, Citizenship Short Course sessions, etc.

2. Extension staffs and educational materials being made available to other organizations such as schools and civic groups. (Includes training programs for citizens and professionals working with youth.)

3. Extension staff focusing on specific problems or geographic areas and involving interested youth.

These approaches are illustrated below by giving specific examples provided by various states.

The 4-H Program

In Louisiana, the 4-H Program is considered to be an integral part of the public school system. The 4-H school clubs are provided with an educational program on community development each month. The 4-H Junior Leaders have the responsibility for assisting the adult leaders of these school clubs with planning and conducting of action projects within the local communities.

Although several approaches are being tested in the State of Washington, the Clark County Extension staff conducted a general awareness program consisting of a series of meetings and tours to assist the Clover Club, a senior member organization, in exploring the goals, resources, and problems of their county. Resource people assisting with the meetings and tours consisted of the managing editor of the local newspaper, a representative of the Health Department, an area Extension Agent, a Soil Conservation Service technician, and an employee of Sears, Roebuck and Company. (The Clover Club has plans to divide into groups to initiate action projects pertaining to land use, recreation, and solid waste.)

In Montana, a task force comprised of two 4-H/CD agents, two 4-H/Urban agents, two county Extension agents, two Community Development specialists, and a Program Coordinator planned and organized the State 4-H Congress with community development as the special emphasis area. Montana's 4-H Congress provided 340 4-H members and 58 leaders with an opportunity to learn about communities and how they can made a difference in the actual development of communities. Members and

leaders spent from 4 to 10 hours in the playing of simulated games, such as COMMUNITY developed by VPI&SU Extension Division.

On the final day, each county 4-H delegation (members and leaders) prepared a statement indicating their commitment to become involved in community development activities when they returned to their respective county. Of the 56 counties comprising Montana, delegations from 46 of these counties made such commitments. The necessary educational and organization assistance is being provided by the 2 4-H/CD agents and 2 community development specialists.

Ten young people from Grant County, New Mexico, attended the 1973 Citizenship Short Course held at the National 4-H Center in Washington, D.C. These young people will provide the teen leadership for the planning of action projects in Grant County.

Interorganizational Approach

General awareness presentations were made before the individual classes in the public school system by Virginia Extension agents (hourly professionals) and volunteer adult and teen leaders. Each presentation consisted of a 30-minute to one-hour involvement designed to help students better understand the concept of community and

to help them become aware of those things that need improving in their home communities. Also, presentations were made before adults through civic associations and civic clubs in their regular scheduled meetings.

In West Virginia, Extension agents contacted various community leaders to help them "become aware of the 4-H/Community Development program and understand their role in becoming involved with youth for community problem solving. As a result, leadership development workshops were organized in each of nine counties by the West Virginia Extension Service. Some of the leaders who were originally contacted served as reaction panel members for youth to discuss county problems and strategies with.

The Ohio Extension Service in cooperation with the Madison County Soil and Water Conservation District sponsored an environmental workshop for science and elementary teachers at a 4-H camp near Yellow Springs. Thirty-four teachers attended sessions pertaining to stream and water life, soils and geology, and wildflowers and trees. Representatives from the Soil Conservation Service and the State Department of Natural Resources served as resource people for the workshop.

In Clinton County, New York, second grade teachers and the Extension staff designed a kit of written and audio-visual materials that define for the student his community and its services, issues, and agencies and assist him in identifying some problems. These educational materials are being used in all second grade classrooms to help students to discover "My Community".

Problem Centered Approach

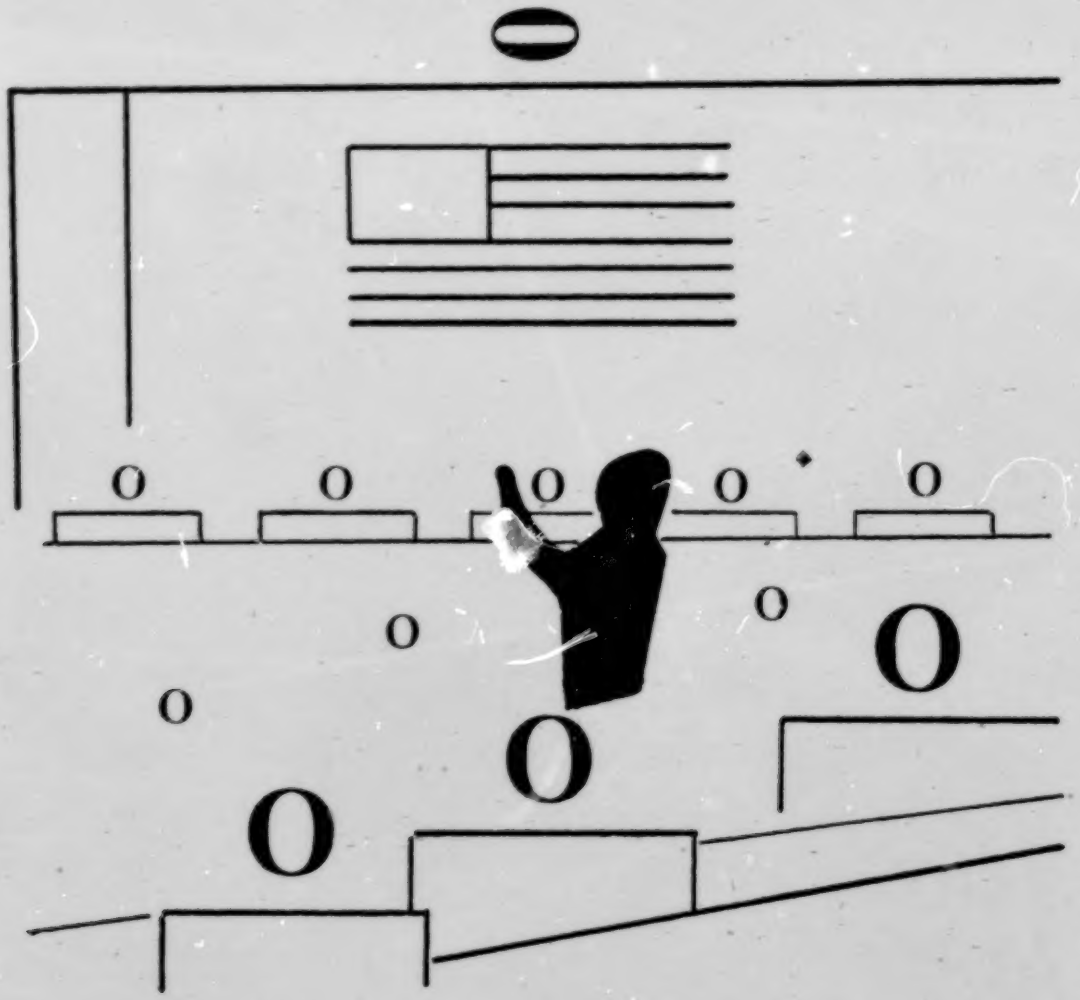
In Mississippi, county Extension staffs were given training and guide-lines on the purpose and methods for organizing a 4-H program planning committee. The membership of these committees consisted of both adults and youth who were responsible for surveying the needs of youth in the county and setting priorities. After a thorough analysis of the committees report, the county Extension staffs submitted proposals requesting funds to carry out a program specifically addressing those needs. 4-H Youth Agents were required to provide the professional leadership for traditional and new 4-H programming.

Manes, Missouri, like too many small rural communities, faced the problem of having relatively few organized activities for youth outside of school and church

sponsored programs. As a result youth and adults became interested in learning about the 4-H program. Following several meetings conducted by a program assistant, a new 4-H club organized with 20 members. One of the first projects initiated by the new club was the renovation of an old rural school building into a community center.

However, a few states, such as Vermont are experimenting with several approaches in which to launch a dynamic 4-H/CD program. In northeastern Vermont, the Extension staff is generally working through the 4-H clubs; although in southeastern sections of the state the 4-H/CD program is being conducted primarily within the schools and camps. The purpose of working within the schools is to identify responsible young leaders and to arouse their interest in community related programs.

YOUTH INVOLVEMENT



The degree to which youth are involved within their study-action group and community determines whether or not an activity or project may be referred to as community development. Within the study-action group, youth should not only be involved in conducting the activity or project, but in a total learning experience of selecting, planning, conducting, and evaluating. As participants in a community-centered learning experience, youth will have an opportunity to relate to adults within the community as well as to other youth. In essence, 4-H/Community Development is an Extension-sponsored youth program which is designed to provide youth with opportunities to be engaged in an educational process contributing to the improvement of their community.

According to the reports submitted by various states, youth are becoming involved to a greater extent in the total learning experience of action oriented projects. For example, in Mercer County, West Virginia, the Youth Taking Action Council planned and conducted several "community betterment/improvement projects". A county-wide survey was conducted by the Council as a means of

identifying problems and generating a broad base of interest. The states of North Dakota and New Jersey also mentioned the involvement of youth in the selecting and planning of community projects with the guidance of paraprofessionals. With the delegation of responsibilities to group members by paraprofessionals and, in many instances, adult leaders, the leadership function within study-action groups is increasingly being shared among the youth.

In Colorado, the Extension staff stressed the importance of the evaluation phase of the total learning experience by providing youth with an opportunity to participate in evaluating the group decision making process. Several high school students were trained in the use of video tape equipment so as to be able to document group meetings and activities. In assessing the impact of 4-H/Community Development programs in their state, Colorado commented ". . . this documentation may well be the most valuable part of the expanded 4-H/CD program". For youth to be able to evaluate their group decision making abilities is considered to be a major dimension in Colorado's program as well as a phase in the community development process.

In addition to youth sharing the leadership function within their own small groups, they are also becoming increasingly involved with adults on boards, commissions, committees, etc. within the community. The types of public and private decision making groups in which youth are most frequently involved with adults are as follows:

Community Center Boards of Directors
Conservation Commissions
Extension Councils
4-H Advisory Committees
Heritage Commissions
Planning Commissions
Recreation Commissions
Rural Development Committees
School Boards

The involvement of youth on the aforementioned decision making groups may be generally characterized as observing adults in action and the making of recommendations for consideration by adults. However, several examples were cited in the reports of youth serving as regular members on community center boards of directors (i.e. Hannibal, Missouri, and Valley County, Montana), 4-H Expansion and Review Committees (i.e. Iowa, New York, and Rhode Island), planning commissions (i.e. Wheeler County, Oregon, and Springfield, Vermont), and recreation commissions (i.e. Lebanon, Virginia, and Preston County, West Virginia).

The various states are all in agreement as to the difficulty in having adults perceive youth as being capable of functioning as responsible citizens in decision making groups. Maine, a state having successfully involved youth in several types of decision making groups through a concerted effort by all local Extension staffs, seemed to express the frustrations felt by Extension staffs in the comment: "Several instances have been reported of committees resisting the concept, as well as accepting youth in their membership but rejecting useful participation".

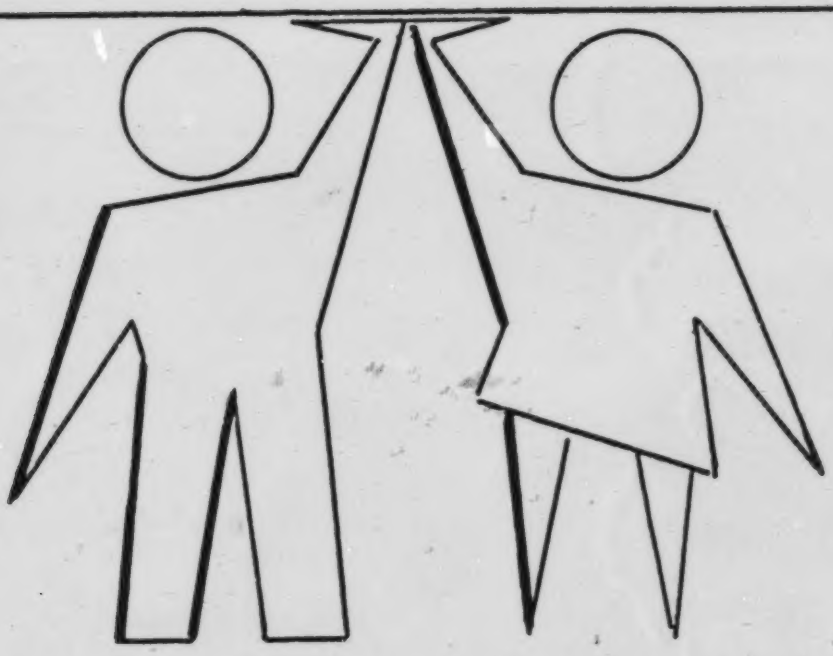
Extension staffs have used basically three approaches to help youth and adults to work together in decision making groups. They are as follows:

Modification of 4-H Program--In Wisconsin, Extension reorganized the 4-H organizational structure to include youth on county program committees. In their progress report, Wisconsin stated "If we are to demonstrate to the public that youth are to be involved in planning, our philosophy is that we start at Extension".

Observation of Adults in Action -- Several states reported having provided youth with opportunities to attend and observe the regular meetings of adult decision making groups. In a few instances, youth have been requested to make recommendations.

Specialized Training Sessions -- In Massachusetts, the Extension staff conducted a statewide workshop during the summer to prepare teenage youth to serve on town conservation commissions. As a direct result of this training, eighty-five (85) percent of the workshop participants were appointed to a conservation commission.

4 H/C D PROGRAM EXAMPLES



Several examples of 4-H/Community Development activities and projects reported by the various states are described in this section. For reference purposes, these descriptions are included under ten program categories. These categories listed on pages 24, 25, and 26, referred to as PROGRAM AREAS, are considered by the National 4-H/Community Development Program Committee as an emerging definitive framework for the involvement of youth in community development within the context of the 4-H Program.

These program example descriptions illustrate what has been accomplished by youth and adults working together cooperatively and are not intended to limit the planning of creative 4-H/Community Development learning experiences. While each description sets forth a specific activity or project, local situations will obviously necessitate the modification of learning experiences.

In every phase of the total learning experience, decisions should be shared by the members of the youth group. (The concept of shared leadership is implicit in community development.) However, the degree to which youth are involved in decision making will depend to a considerable extent on the age of the group members.

For instance, early and late teens seem to be capable of selecting, planning, conducting, and evaluating the entire activity or project with adults serving as advisors. However, activities or projects involving pre-teens seem to require a greater number of the decisions to be made by adults.

In reviewing the program examples, it should be noted that Extension agents nor paraprofessionals need to be an expert in each of the ten program categories. While each Extension worker has knowledge in certain program areas, in other areas he or she acts as a guide in helping youth and their adult leaders in gaining the necessary information for community problem solving through the mass media, people in the community, and the land grant university.

SUGGESTED DEFINITIONS OF PROGRAM AREAS

1. Leadership Development

Efforts relating to improving the individual's ability to be an effective leader in a group and in the community. Includes having youth develop a clear understanding of their role and responsibilities as citizens in a democratic society.

2. Public Affairs

Efforts to help youth understand public issues and their impact on the community. This includes helping youth understand the need for land use planning and the planning process.

3. Taxation and Local Government

Efforts to help youth understand taxation as a means of revenue for public services and local government functions, structure, and processes.

4. Housing

Efforts to help youth make and implement decisions relating to improving the quality and increasing the quantity of housing.

5. Manpower and Career Development

Efforts to help make decisions and implement decisions relating to occupational training and exploring the wide range of job and career opportunities.

6. Recreation and Tourism

Efforts to help youth make and implement decisions relating to the development, improvement, and operation of recreation and tourism services and facilities.

7. Environment and Ecology

Efforts to help youth make and implement decisions to improve the quality of the environment and understand the implications of pollution and the alternatives for abatement. This includes helping youth to understand the general relationship of man to his natural environment.

8. Business, Industrial, and Economic Development

Efforts to help youth to understand the value of the development of new enterprises or the expansion of existing firms, resulting in more jobs, higher incomes, and a broader tax base.

9. Cooperatives, Credit Unions, etc.

Efforts to help youth develop and understand the operations of cooperatives, credit unions, etc.

10. Community Facilities and Institutions

Efforts to help youth make and implement decisions relating to improving the quality and accessibility of community facilities and institutions such as health and welfare, cultural arts, churches, educational, water systems, solid waste disposal, sewer systems, electric and telephone systems, transportation, communication, etc.

STATE LEADERSHIP WORKSHOP

In September, 1972, a state 4-H Extension staff member and the Dean of Students Office for Iowa State University discussed with State and Federal Extension Service officials and some community people the feasibility of developing and having funded a leadership workshop for minority youth. After much negotiations, funds were made available from the ISU Extension Service to fund a state leadership workshop.

Forty young black people were selected to attend the workshop. The proposed program was explained to the 4-H Extension staff who then made contacts with schools, black individuals, and organizations in five selected cities. Those cities were Waterloo, Fort Dodge, Davenport, Cedar Rapids, and Des Moines.

Applications were given to prospective participants. Visits were made to each community by the co-directors of the workshop to talk to students in their school or at a community center. After the selections were made, students were sent letters of acceptance or were placed in an alternative status. Thirty-four black people between the ages 15-18 finally attended the workshop held June 3-9, 1973, at the State 4-H Camp in Madrid, Iowa.

The workshop staff consisted of a representative from each of the participants' communities except for Fort Dodge. It included two 4-H Extension staff members; two ISU students; and resource people from communities and the University. The staff addressed themselves to four major areas: self-awareness and assertive training, theory and analysis of groups, concept of community interaction, and skills in community intervention.

Another aspect of the workshop was to have the participants, in their respective city groups, to develop a proposal. Included in the proposal was the definition of a current problem within the participant's community. In addition, a solution was developed and presented to an agency or governmental body in that community. For this purpose resource people (Extension staff, local governing bodies, and agency personnel) served as reaction panels to hear the proposals developed by the young people.

RESOURCE DEVELOPMENT WORKSHOP

In a conference with the public welfare administration, psychiatric social workers, and junior leaders, the Colorado Extension staff determined that there was less of an opportunity for underprivileged young people to participate in leadership and community development situations. Specifically, older youth were lacking the necessary skills in which to assist low income youth in making a contribution in developing recreation facilities.

A group of twelve (12) older 4-H members and youth were selected as counselors to plan, develop, and conduct a resource development workshop. These coulselors worked with the Welfare Department and other agencies in identifying and recruiting a disadvantaged youth. Additional assistance in planning and conducting the workshop was secured from the local school, college, and private school personnel plus the county psychiatric social worker from the Welfare Department.

A general format for the workshop was formulated by Extension agents serving as coordinators and several community leaders. Suggestions were also solicited from educators, clergy, professional and lay people; however, the counselors were responsible for finalizing the program. Once the program was determined, counselors and staff were provided 2½ days of preparatory training.

A five-day workshop was conducted in which twenty-nine (29) sixth graders learned skills in conservation, environment, and outdoor recreation sufficient to enable them to plan and carry out projects in their own communities. At least one counselor from each community was to provide leadership and guidance to students for projects to be undertaken in their respective communities.

COMMUNITY PLANNING
SLIDE-TAPE PRESENTATION

The University of Wyoming recognized that there was a need for disemmination of information on such public issues as land use planning to youth aswell as to adults. Through the Community Develcpment staff at the University of Wyoming, the State 4-H Club Office expanded its role in Community Resource Development by involving 4-H youth.

The Collegiate 4-H Club members at the University of Wyoming designed and narrated a slide-tape series on land use planning. The presentation was twenty minutes in length and was made available in Spanish and English languages to accommodate all citizens.

The program was delivered by at least two members of the University of Wyoming Collegiate 4-H Club to 4-H Youth groups 14-19 years of age. The travel expenses of the Collegiate 4-H Club members were handled through the State 4-H Club Office.

The purpose of this program was not only to inform youth about planning, but to facilitate communication and participation of youth with county commissioners and county land use planning commissions.

4-H CITIZENSHIP PROGRAM

Since a very few of the 18-year-olds in Ashe County, North Carolina, participated in past elections, the Extension 4-H Agent felt a real need to launch an educational program for older youth concerning their local government.

To launch such a program, the 4-H Agent met with several concerned citizens and discussed the idea. As a result of this meeting, a program planning committee was established consisting of young people, county commissioners, lawyers, President of the Chamber of Commerce and the 4-H Agent.

The Planning committee developed a "comprehensive 4-H citizenship program" to help older youth become more knowledgeable of the roles and functions of government agencies. The young people participated in five seminars; visited at least three government agencies; and attended a weekend retreat. The resource persons who conducted the seminars and the retreats were county commissioners, lawyers, and the registrar of deeds.

As a result of this program, the county commissioners proposed to the fifty-five program participants the idea of their selecting five young people as youth representatives

at county commission meetings. Not only did the youth attend the meetings, but the youth also assisted the commissioners in determining programs that should be supported by the county.

4-H CITIZENSHIP WEEK

An area Community Resource Development agent and a state Community Resource Development specialist for the Ohio State Extension Service helped plan and conduct an in-depth citizenship program at Senior Winter Weekend. With the Junior Leaders, they covered local government structure, citizen rights and responsibilities, and the age of responsibility. Later in the camp, a caucus met and appointed delegates to each of the elected county offices, as well as several mayors.

The Columbiana County Commissioners declared April 1-7 4-H Citizenship Week, and asked for the cooperation of all elected officials. During 4-H Citizenship Week the "elected" Junior Leaders made arrangements to spend two to six hours with the appropriate officials.

The officials each spent time explaining their office and respective responsibilities. Each of the seventeen Junior Leaders were provided an opportunity to observe and to raise questions regarding the operations of government in Columbiana County.

Through serving in the capacity of officials, the Junior Leaders not only gained a better understanding of local government, but were also exposed to public service careers.

041

MODEL CITY COUNCIL

In Wickenburg, Arizona, the 4-H Agent and Community Development Specialist became concerned with how youth might gain a better understanding of the governmental decision making process within their community. In working through the Maricopa County 4-H Junior Leader Council, these Extension workers were able to initiate an educational program emphasizing local government.

The City Council of Wickenburg was contacted about the feasibility of developing a "model city council" which would parallel the regular council in structure. The development of a "model city council" received approval of the City Council and the Vice Mayor agreed to serve as a 4-H leader.

The Junior Leader Council visited the City Council and took a copy of the agenda back to their 4-H meeting to discuss those issues currently facing the governing body. Then comparisons were made between the decisions of the 4-H Junior Leader Council and the City Council. As a result, the 4-H'ers and council became quite interested in one another's decisions regarding public issues. The adult and youth groups alike wanted to know the decisions the other group had made.

CAMP WORKSHOPS ON GOVERNMENT

A student in the College of Home Economics at the University of Idaho was employed as a program assistant to conduct an educational camping program emphasizing the function of local government in the development of communities.

The program assistant conducted two workshop sessions of one hour durations for 4-H campers attending Alpine 4-H Camp. Visual aides (charts, colored slides, diagrams, and drawings) were used by the program assistant to illustrate the role of local government in planning with some emphasis being placed on environmental protection. In addition, the group decision making process was demonstrated by means of several educational techniques. Recreational programs were also conducted during the evening with the various 4-H campers.

4-H JOB FAIR

High School seniors in a nine-county area in Mississippi were not being provided an adequate opportunity to explore the various careers from either an educational or vocational perspective. In response to this need of helping youth become aware of career alternatives, an area 4-H Youth Development agent designed and coordinated a job fair referred to as the South Mississippi 4-H Job Fair.

The first day of the job fair consisted of seniors visiting twenty-two exhibits and talking with representatives of business, industry, education, and the military service. The exhibits include booths from five colleges and universities, seven industrial firms, four military services, three news media, along with several business and professional organizations.

On the second day, however, each student selected one of nine tours for an in-depth view of an occupational field or training opportunity. Tours included hospitals, agri-business, trade schools, technical schools, banks, and service companies.

More than 1,000 high school seniors from this nine-county area participated in the South Mississippi 4-H Job Fair.

JOBS FOR TEENS

In Rolla, Missouri, teen-age youth encountered difficulties in securing employment. As a result, the University of Missouri area Extension staff developed a manpower program, "Jobs for Teens", to help place the youth of Rolla and surrounding areas in jobs of a temporary or permanent nature.

The manpower program was designed so that individuals or business firms could contact "Job for Teens" whenever they had an available position for youth. Thus, "Jobs for Teens" contacted a teen-ager who might be interested in the position. If the youth decided he wanted the job, he contacted the employer to confirm his position. After the job was completed or after the youth had been working for some time, the employer was contacted by "Jobs for Teens" to evaluate the youth's performance.

During the time period of June 18 to July 30, 1973, "Jobs for Teens" received 94 new applications and placed 103 individuals in jobs. Examples of these jobs include babysitting, housework, outdoor work, farm work, animal care, and other various jobs.

HUMAN RESOURCE DEVELOPMENT

In Kossuth County, Iowa, the Extension Manpower Center had files on over 200 young adults (16-22 years of age) who were out of school and either unemployed or underemployed. These youths, often too young for full-time employment and reluctant to face the fact that they're still youth, posed an unique problem. The main objective of the manpower planners was to help the unemployed or underemployed young adult by setting up an employment program for him or her.

An Extension aide utilized the services of the Extension Manpower Center, Office of Economic Opportunity, The Vocational Rehabilitation Service, and the County Department of Social Services in obtaining referral clients whom these agencies had had little success in helping.

On a one-to-one basis, the Extension aide met with over fifty youth and worked intensively with thirty of them. Her plan included: individual counseling, testing, group counseling, placing individuals in jobs, and refining personal skills necessary for advancement. The plan emphasized the development of the individual to his or her greatest potential.

In one six-week period, the young people counseled produced these results: fifteen have been on a continuing counseling basis, five acquired jobs, two started advanced training, one entered the military, one completed high school through C. E. D., and one returned to high school.

CAREERS PROGRAM

One of the most important decisions young people must make today is that of choosing their life work. Surveys showed that 50% of the high school students limited their choice to less than twenty occupations. Unfortunately, many of them are unaware of careers in agriculture, home economics, and natural resources. In order to acquaint more students with the opportunities in these areas, the Medina County Extension Staff of Ohio State University cooperated with the local high schools in conducting a careers program.

The school principals, guidance counselors, vocational agriculture and home economics teachers were informed of the new multi-media slide presentation, "You Can Make A World Of Difference". This program introduces the audience to the many careers in agriculture, home economics, and natural resources; describes the study programs available with the College of Agriculture and Home Economics at Ohio State University; and presents the many challenges of today's world such as hunger, poverty, and pollution.

Several local schools indicated an interest in this type of program. Extension staff worked with school personnel in securing sponsorship and scheduling the

presentations. The presentation was made to 2,300 junior and senior high school students.

Another career program was conducted for a small group of selected high school seniors. The Extension staff contacted the high school guidance counselor and requested the names of those senior students who were capable of college-level studies, but were uncommitted as to a specific university or college. These students and their parents attended a dinner meeting and a short presentation about Ohio State University. A faculty member and a student from Ohio State University presented slides about the College of Agriculture, Home Economics, and Natural Resources. They discussed the courses of study available, costs, and financial aids program. A total of 49 students, parents, guidance counselors, and sponsors attended the dinner meeting.

RECREATION CENTER PLAN

The community of Armstrong Township (Vanderburgh County, Indiana) is a prosperous, rural farming community in close proximity to an urban center. Armstrong School, a township school, was financed and built by the taxpayers of this community. Later the school was consolidated with the county-wide Evansville-Vanderburgh School Corporation. In 1971 the consolidated school board made the decision to close the school resulting in residents not having a meeting place.

In March of 1973, the building was advertised for public auction and was purchased by the citizens in the township and later incorporated under the non-for-profit state law. Following the purchase, the leader of the school building project requested assistance from the entire Extension staff.

The Youth Agent invited 53 4-H Club members who were 13 years of age and older to attend a meeting at the Armstrong School to discuss their community needs and problems. A total of 13 4-H members and 5 adult leaders attended the first meeting. At this meeting the Community Development Agent explained the community

decision making process and then a discussion in which youth identified (by concensus) the lack of free recreation for all age groups as the number one problem in their township.

At the second meeting, the Evansville Parks Superintendent informed the youth of what it takes to have a comprehensive recreation program using colored slides and other information. The youth were divided into three committees -- outdoor recreation, indoor recreation, and kitchen. (Each committee elected a chairman and secretary.) Scaled maps of indoor and outdoor areas were provided by an adult 4-H project leader (Soil Conservation Service Technician) for their use in committee meetings. The Youth Agent served as an advisor to the kitchen committee.

On August 9, the youth recreation committee chairman presented scaled plans for indoor and outdoor recreation and for the kitchen to the directors of the Armstrong Recreation Center. A total of seven directors, eight project community chairmen, four adult 4-H leaders, and twelve 4-H committee members were in attendance. Many of the youth recreation committees' ideas and suggestions were adopted and implemented.

COUNTY WIDE RECREATION PROGRAM

The Tishomingo County (Mississippi) 4-H Youth Development Committee recognized recreation as the priority need in their county. A local doctor pointed out that between 50 and 60 percent of the boys taking examinations to enter the Armed Service failed the physical. Youth throughout the county also emphasized the need for meaningful activities.

With the help of program assistants hired through the Mississippi Extension Service, the Jaycees in four communities, the Board of Supervisors, local merchants, and scores of volunteers, a county-wide recreation program was launched. The Chairman of the 4-H Youth Development Committee served as coordinator of the program, which included boys' baseball, girls' softball, tennis, track and field, arts and crafts, and swimming.

In addition to the $3,000 grant from Extension, the Board of Supervisors allocated $2,500 and the City of Belmont gave $1,500 to support programs and buy equipment for the program in their community. Local merchants supplied various materials, awards, etc.

The program began with a swimming clinic in the city park. A record number of youth, 465 per day, used the pool throughout the summer months.

LITTLE SANDY CREEK STUDY

Oswego County is situated in the foothills of the Adirondacks and received recent attention due to a protective legislation for the preservation and enhancement of a large section of upstate New York. The legislation, in part, addressed itself to the water-ways of the state and the establishment of a state Wild, Scenic, and Recreational Rivers Act, modeled after the federal legislation. The Oswego County Environmental Management Council identified the need for a study of the county's abundant water supply. 4-H, in concert with the Board of Cooperative Educational Services, planned a study of Little Sandy Creek in its entirety.

Two program aides were hired on a part-time basis to recruit youngsters and to establish mini-courses in preparation for their work during the summer months. Approximately 100 youngsters participated in the initial training sessions supported and/or conducted by five school districts, the New York State University at Oswego, the Department of Environmental Conservation, the Oswego County Planning Board, the Board of Cooperative Educational Services and Cooperative Extension jointly. Instruction

ranged from archeology to interviewing, to writing for mass media, map reading, and the biological and chemical skills necessary for environmental study. However, approximately 200 youth were involved in some extent in the project. Some youngsters commuted as far as 40 miles to participate in this study and were regular participants while others participated on an occasional basis.

In the course of the environmental and ecological study, youngsters interviewed local residents along the fifteen-mile stretch of Little Sandy Creek, surveyed the property ownership, conducted the biological and chemical studies, and collated the collected information. The youngsters then presented their inventory and analysis to local decision making groups such as Town Boards, Fish and Game Clubs, Civic Groups, and the County Legislature.

MAIN STREET BEAUTIFICATION

There are numerous young people who are eager to contribute their time and energies to the betterment of their community. Too often, however, local officials are reluctant to encourage young people to undertake community projects. From their point of view, young people often fail to complete those projects which they have initiated. Consequently, local officials are generally willing to discuss with young people problems facing the community, but not alternative courses of action. For example, officials in Cedar City, Utah, did not approve the planting of flowers in a city park as that would require supervision on the part of officials.

Under these circumstances, an Extension agent helped organize a youth committee consisting of three girls and two boys. Even though city officials had already disapproved the planting of flowers in the park, the youth were determined that the placing and caring for attractive flowers on the streets of Cedar City would be an excellent community project. A plan for action was drawn up by the committee on paper which set forth how the project was to be executed. Then they called on the City Beautification

Chairman to get her approval. In addition, presentations were made before the Chamber of Commerce and the City Council to secure their support for the plan.

At the City Council meeting, the plan for action was distributed and explained by a member of the youth group. Following the council meeting on the next day, letters were written and the newspaper was contacted to not only promote the idea of beautifying Main Street, but to encourage other young people to have a piece in the action.

As a result of the direct action of the committee, 240 youth from 30 youth organizations were involved in a project which was acclaimed by organizations, businessmen, the press, tourists, and the public in general. Flowers were embedded in planters; planters, distributed; and Main Street, cleaned up. Main Street is now aesthetically pleasing, but most important, young people have gained the respect and confidence of the adult population, including city officials.

COUNTY CLEAN-UP CAMPAIGN

Many clubs and organizations recognized the need for a cleaner Martin County (Kentucky), but felt that their small group could not mount an effort that would be effective. Realizing this, Martin County Extension Office called a general meeting inviting all 4-H clubs, civic and community groups to participate.

The general meeting was held and a planning committee was established. Later, the planning committee divided the county into eight districts. Youth served on the planning committee with adults as well as in their respective district committee.

The Soil Conservation Service provided $200 and Farm Bureau, $50, for expenses and prize money for the districts doing the best job. In addition, each of the twenty different organizations would also compete for prize money. Local businesses and groups contributed additional monies to help defray the cost of litter barrels, bags, and other miscellaneous expenses. The total budget donated came to $600.

The Clean Up Martin County Campaign started on May 14 and lasted for one week. Approximately 500 youth worked with 100 adults representing many different groups and agencies during the campaign. For many of the young people, this was their first opportunity to work so closely

with the leadership from the various groups and agencies in the county.

A total of 100 tons of trash was removed. There were 6,500 trash bags filled. Six hundred youth and adults worked together with approximately another 400 individuals who were involved in one degree or another. A total of 4,500 work hours were recorded.

The success of the Martin County Clean-Up Campaign will have far-reaching future effects. Plans are being made to use the campaign as a springboard to sanitary waste disposal, garbage pickup, and implementation of this organizational approach to solve other county problems.

COMMUNITY REDEVELOPMENT

In the fall of 1972, a meeting was held by the local Chamber of Commerce to discuss with business people and owners of buildings on Yuma Main Street the possibility of a complete renewal of building fronts and Main Street, in general, to make it more appealing to the public. This meeting was initiated as a result of the reduced number of businesses in Yuma and evidence discovered by a trade study conducted by the Distributive Education Club of Yuma indicating that nearly $4 million worth of trade left the community in 1972.

The students in the high school at Yuma were interested in what happens in their community and in working with the townspeople in evaluating the problems and coming up with solutions. As a result of this interest, Colorado Extension Service was asked to assist in developing ideas for "redesigning the image of Main Street".

In response to the request, the Extension Service initiated a student discussion series for high school students and adults to discuss the future image of Yuma. High school students were trained in the use of video tape equipment so as to be able to document the seminar series.

In addition, a manual entitled, "Program for Community Redevelopment for Small Rural Colorado Communities", was written by an interdisciplinary team of Colorado State University students. The Yuma redevelopment program guidelines served as the prototype for redesigning downtown areas of other Colorado towns.

As a direct result of the educational and technical assistance provided by the Extension Service, the following community development activities were realized: students surveyed image of local businessmen and attitudes toward youth; students prepared and presented a slide series documenting the need for a new high school; students drew up a plan for a park on city property. In addition, a Main Street planning committee was established to pursue this modernization of Main Street.

BLOOD DONATION CAMPAIGN

Butts County, Georgia, had not been able to meet its blood donation quota for several previous Red Cross Blood Mobile visits. However, Butts County 4-H'ers began to revive interest of local residents in the blood drive by urging them to donate blood.

Three weeks prior to the blood mobile visit, news articles and radio scripts were written reminding residents of the importance of their cooperation. Butts County schools, clubs, churches, and industries were contacted by letter to persuade students, members, and employees to give blood. Residents were also asked to sign pledges as 4-H'ers went from door-to-door. (Prizes were given to the 4-H'ers for obtaining the largest number of pledges.) In addition, posters and handouts were placed in various locations around town.

On the day of the blood mobile visit, 4-H'ers were involved in distributing handmade blood drop badges to remind people this was a day to share. 4-H'ers helped at the local blood center with registration, assembling blood bags, collecting blood bags, serving refreshments, packing and cleaning up. Through the combined efforts

of 4-H'ers and local residents, 188 pints of blood were donated, exceeding the quota by 50 pints. In the closing minutes of the drive, donors were being turned away as the supply of blood bags had been exhausted.

HUNTER SAFETY PROGRAM

Grant County, located in Southwestern New Mexico, has a population of 22,000 people made up of 56% Spanish surname and 42% Caucasian. There is a total of 5,887 young people in the age range of 9-19 with the 1973 4-H program reaching 359 members. The present 4-H program is reaching a small percent of the 3,369 Spanish surname youth in the 9-19 age group. Fifty Spanish surname youth participated in the 1973 4-H program.

A 4-H agent was employed to give leadership and direction to Extension 4-H/Community Development activities in Grant County.

In cooperation with the New Mexico Game and Fish Department, Extension conducted a hunter safety program in which 140 youth graduated. Twelve new adult leaders were recruited, trained, and involved in the conducting of the hunter safety program. In addition, twelve junior leaders assisted in conducting their 4-H/Community Development activity. Eighty-five percent of the program participants were Spanish surnamed youth.

CULTURAL HERITAGE PRESERVATION

The observance of the American Bicentennial received extensive news coverage in Polk County, Wisconsin. The interest in the Bicentennial provided Polk County 4-H'ers with an excellent opportunity to learn about the part their Danish ancestors played in the settlement of Polk County.

As a result of the increased interest in the Bicentennial, Extension agents and adult 4-H leaders initiated a cultural heritage project in Polk County. Project guidelines were developed by a history specialist who worked closely with the University of Wisconsin Department of Youth Development.

Youth became involved in the following activities: performing Danish folk dance in authentic costumes at the Cultural Heritage Day at Polk County Fair; tracing family trees to learn about early settlers in the county; restoring furniture used by past generations; visiting historical sites, eg. a Danish Seminary near Luck; and participating in a "pen pal program" with youth living in Denmark.

Through their participation in this project, the youth not only developed an understanding and an appreciati

of the contribution of the early settlers, but also aroused an intense interest of adults in family and county history. In addition, 4-H'ers made many new friends in another country.

COMMUNITY 4-H CENTER

A concerted effort was made by many individuals and organizations in Castle Dale, Utah, to get a community 4-H center which was desperately needed, since there was no central meeting place for young people.

An area youth specialist led the campaign for a center by organizing 4-H members in an effort to secure the basement of an old community building. Over 100 youth were involved in establishing the center. Other agencies taking part included Rehabilitation, Mental Health, Drug and Alcoholism, Senior Citizens, Vista, and the Community Action Program. In addition, both the City Council and County Commission were involved, along with five volunteers.

Funds to support the program were raised by various fund raising campaigns in addition to a $3,000 contribution from the Community Action Program and $400 from the County Commission.

The center was established as a community center, being open to everyone, and includes a swimming pool, classroom, game room, and an office. Plans for the expansion of the center were made for the development of a youth employment service, a learning center, and a career guidance department.

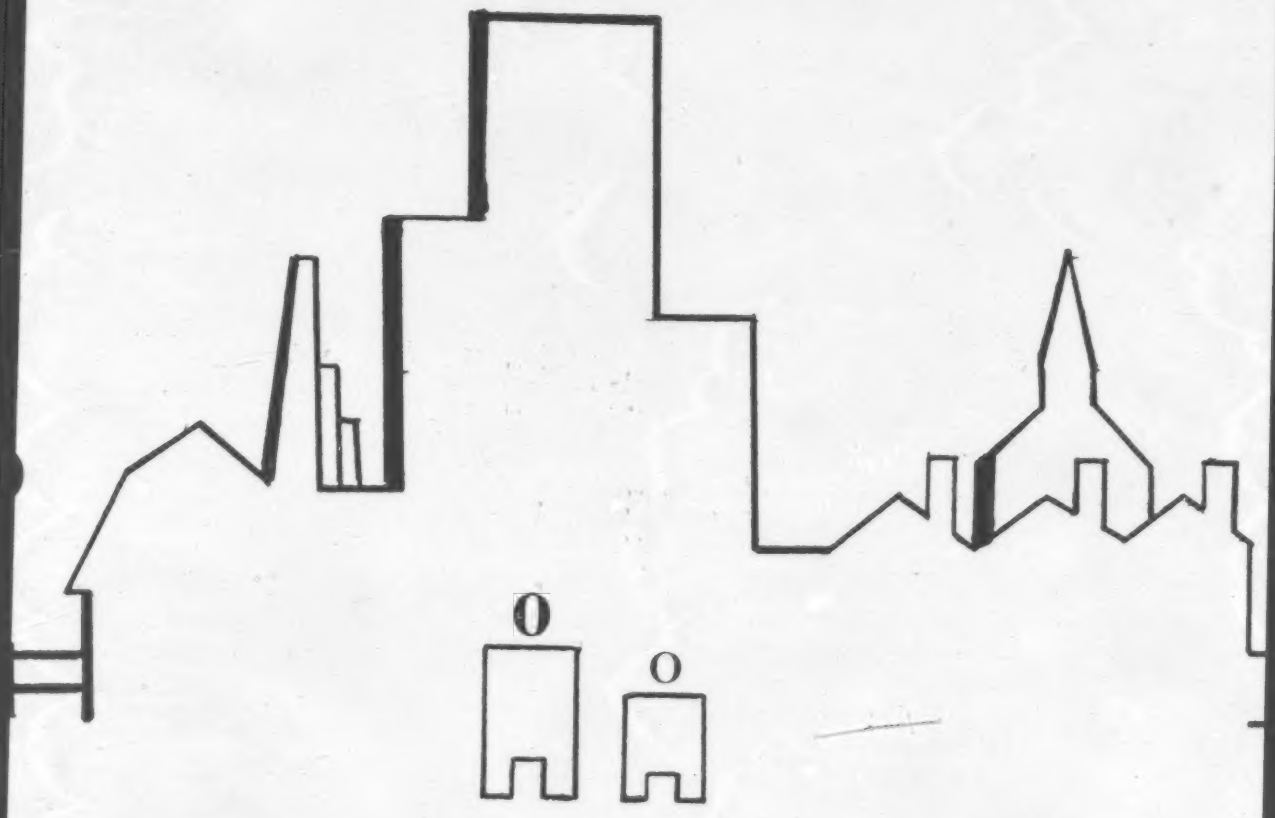
SOLID WASTE REMOVAL

A small group of county 4-H members attended the Community Pride Camp held during the summer. When the 4-H Community Pride team returned, they became increasingly concerned about the problem of solid waste in Coweta County, Georgia. In analyzing the existing situation, the team knew that unless some type of corrective action was immediately taken, the County would not be able to control its solid waste in the future.

County 4-H members, directed by the Community Pride Team under the guidance of the local Georgia Extension Service staff, visited the county Commissioners and urged them to corsider the excessive amount of solid waste in the county and its effect on the countryside. The 4-H'ers wrote letters, news articles, made window and fair exhibits, and made personal contacts to help local residents become aware of the pressing need to remedy this situation. As a result of the 4-H'ers' efforts, the County purchased solid waste containers and distributed them in various locations throughout the county.

In the Spring, Coweta 4-H members specifically sought the support of other youth organizations in a county-wide litter campaign. The Keep America Beautiful and America Brewers Association contributed litter bags which the 4-H members distributed. A county-wide clean-up day became a reality as 4-H members, students, and other youth organizations collected 20 dump truck loads of trash.

COMMUNITY DEVELOPMENT



CITIZENSHIP IN COMMUNITIES

The development of responsible, participating citizens has not been just a goal to which educators are committed, but a journey for youth as well. In their journey, youth have been provided with many educational opportunities in many different ways through school and youth development programs. For example, in school, youth learn about: contents of U.S. and state constitutions; structure and functions of federal and state governments; names of occupants of some public offices; primary and general elections; and the pledge of allegiance to the flag and patriotic songs.

In the 4-H Program however, the community service project has been employed as one of several educational tools for the purpose of citizenship development. Nearly all of the organized 4-H clubs annually include, in their program of activities, a community service project. These projects have been considered a way of helping 4-H'ers realize that they have a responsibility to their community*. As an educational tool, Community Service Projects have been a "natural" for citizenship training.

*One of the early 4-H community service projects was the hot lunch program conducted in many states beginning in 1918. The hot lunch program seems to represent the expansion of the 4-H program in those early years beyond corn, tomato growing and canning, into activities of community service (Reck, 1951).

Although school curriculums and the 4-H program emphasize that citizenship can be learned, the importance of the acquisition of factual information that can be readily committed to memory, and physical activity as being synonomous with "learning by doing", have been stressed, respectively. Studies analyzing citizenship education programs indicate the following:

> American youth are not, however, learning about their own communities through first-hand contacts with social, economic, and political institutions. They do not get enough opportunity for real community citizenship activities. They do not get enough sound training in the use of problem-solving methods of dealing with controversial issues which face them in the communities in which they live. (Alilunas and Sayre, 1965)

In essence, youth have generally not been provided with educational opportunities which would instill those qualities and skills necessary for them to execute responsibilities as citizens. Youth seem to have few opportunities to identify community problems, to move through the steps toward a solution, and to evaluate their efforts.

To attain facility, a skill requires practice -- whether it be cooking, farming, public speaking, or sewing. One cannot attain competence in any endeavor that entails

skill without practicing the techniques to be learned. An excellent learning experience for youth to acquire the competence to function as a citizen is having the opportunity to work with others on action-oriented projects seemingly adult in scope.

In the processes of selecting, planning, conducting, and evaluating community projects, in collaboration with adult leaders within the community, youth will develop into responsible, effective citizens. Through their efforts in coping with community problems, youth will grow in three ways: skills, understanding, and attitudes.

USEFUL SKILLS:

1. Interviewing and conducting surveys.
2. Comparing and evaluating information.
3. Working through the community development process.
4. Moving from group problem identification and solution to total community support and action.

COMMUNITY UNDERSTANDING:

1. Historical development of their community.
2. Institutions in the community and the services that they provide.

3. Reasons for changes in their community.

4. How community decisions are made and implemented.

WHOLESOME ATTITUDES:

1. Recognition of the worth of others.

2. Desire to work cooperatively with others.

3. Appreciation for one's community.

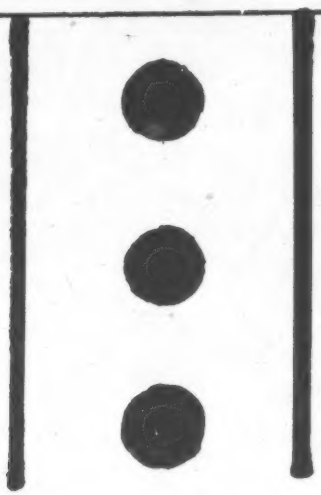
4. Acceptance of civic responsibility.

In short, the content of the 4-H/Community Development program seems to center around life in the community, problem solving, and the wise use of local resources. Not only do youth study their community but they proceed to do something constructive with the knowledge they have gained. It is in their action that active citizenship is expressed and thereby effects the kind of community in which they live.

Youth need opportunities to become involved in community development. The involvement of youth is not only training for the future, but it is the way in which youth can contribute to the betterment of their community now. Most of the responsibilities of a citizen seem to lie within the range of the abilities of youth, which adults tend to underestimate.

It is difficult for adults to realize that youth are concerned about their community. With the help of Extension educators, youth will have an opportunity to prove that they are capable.

PROSPECTS FOR THE FUTURE



On the whole, the various states reporting were generally pleased with the initial results of this relatively new dimension in 4-H programming. In assuming that additional financial resources would be made available, states cited several courses of action that they would pursue in the near future to strengthen their respective 4-H/Community Development programs. State plans for future 4-H/Community Development efforts include:

A continuation of present staffing patterns and the employment of additional staff, paraprofessionals, as well as professionals;

A continuation of working closely with local governing bodies to help them see the value of 4-H/Community Development so as to support the financing (i.e. salaries, office space, supplies, etc.) of additional staff;

An increase in the involvement of state and area Community Development staff in assisting with the 4-H/Community Development program;

A provision for the training of all field staff in 4-H/Community Development;

The development of a variety of educational materials, i.e. leader's guides, audio-visual aides, games and exercises for use by clubs, organizations, and schools;

The training and preparation of teenage youth to serve on boards, commissions, committees, etc.; and

A provision for training 4-H members in 4-H/Community Development through state conferences, congresses, and workshops, as well as the National 4-H Foundation's Citizenship Short Course (Special Emphasis: Community Development).

In summary, the 4-H/Community Development program, as outlined by the states in their FY-73 progress reports, seems to be evolving into a viable and integral part of the total 4-H program.

The evolution of the 4-H/Community Development program has resulted from Extension educators creating a "learning environment" which has helped make youth involvement possible, meaningful, and desirable. The State Extension Services have enhanced:

THE POSSIBILITY OF INVOLVEMENT
Youth who seek involvement and want to identify community problems now have an opportunity through 4-H to move toward solutions. In general, adults tend to view youth as "citizens of the future" and have failed to recognize the capabilities of youth. Local Extension staffs, in helping adults to see youth in a new way, have contacted and encouraged various leaders within the county (i.e. local governing bodies, boards of education, businessmen, civic club presidents, ministers, etc.) to become involved with youth in community problem solving. The contacting of community leaders has resulted in new opportunities for youth to become involved on boards, commissions, committees, etc., and for adults to serve as resource people.

MEANINGFUL YOUTH INVOLVEMENT

"Kids" count a lot in every community as demonstrated by the construction of schools, playgrounds, swimming pools, etc. However, through the 4-H/Community Development program, local Extension staffs have found a new way to say to youth that they are important. Through adults sharing the leadership function with youth, Extension has involved youth not only in the community, but in understanding the decision making process.

DESIRABLE FORM OF INVOLVEMENT

Youth need to be educated in the meaning of democratic decision making. Through providing youth with opportunities to become meaningfully involved, local Extension staffs are, in addition, preparing them to use these opportunities democratically. In most cases, youth do not know how to proceed toward the support of their solution by the community. The preparation of youth by Extension has facilitated effective action.

In conclusion, the meaningful involvement of youth groups will probably come slowly since it is difficult for some adults to realize that youth are seriously concerned about their community. However, with Extension's leadership, youth will have the opportunities to prove that they are capable in performing as community citizens. Not unlike other Extension special programs, 4-H/Community Development is a "demonstrati of youth in action.